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ABSTRACT

The humanities framework presented in this paper is not intended to be a state prescribed curriculum, course syllabus, or study guide. Instead, the framework discussed in the paper is designed to help local schools develop their own curricula to address their own goals as well as those of the state and the nation. An introductory section of the paper discusses secondary exit performance standards (such as (1) communicates effectively; (2) solves problems; (3) uses information effectively; and (4) is a lifelong learner), questions and answers on performance based education, the shifting emphases in performance based education, definition of terms, related curricula, curricular alignment, and combined humanities and fine arts goals. The main section of the paper discusses the rationale, vision, and mission of the humanities curriculum, as well as the humanities curriculum framework itself. The paper concludes with a brief description of implications for the classroom teacher. (RS)

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As schools work with this document during the 1994-95 school year, they will, no doubt discover oversights and errors. It is hoped that local educators will share such experiences with the relevant staff of the State Department of Education, along with any other suggestions they may have for the improvement of the document.

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IDAHO

HUMANITIES

CONTENT GUIDE

AND FRAMEWORK

1994

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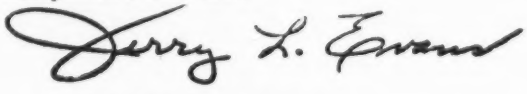
Foreword

In February, 1994, an advisory committee of public school educators convened to assist the State Department of Education in developing this performance based humanities curriculum framework.

While this framework reflects the policy of the State Board of Education with regard to its general goals for the public schools of Idaho, the humanities framework is not intended to be a state prescribed curriculum, course syllabus, or study guide. Instead, it is designed to help local schools develop their own curricula in such a way as to address their own goals as well as those of the state and nation. Humanities guides and course descriptions are also available from the State Department of Education to those who need them.

On behalf of this office and the school children of Idaho, I would like to express sincerest thanks to all of those who have given of their time and expertise in the development of this document. Without the continuing help of Idaho's classroom teachers and local school officers, the work of this office would be immensely more difficult.



JERRY L. EVANS
State Superintendent
of Public Instruction

Humanities
Content Guide and Framework

Acknowledgments

The State Superintendent of Public Instruction and the Idaho State Department of Education gratefully acknowledge the generous contributions to this project of the members of the Humanities Framework Advisory Committee whose names are listed below. Without the professional expertise, personal sacrifices, and tireless efforts of these Idaho teachers, this project would not have been possible.

Linda Burnside	Clearwater Valley High School, Kooskia
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INTRODUCTION

Secondary Exit Performance Standards

The Secondary Exit Performance Standards for Idaho high school graduates were developed by the Goals and Testing Commission to reflect the knowledge and skills that Idaho students are expected to master by the time they graduate. Students' proficiency in these Performance Standards will be measured through a variety of tasks included in the Statewide Testing Program.

An Idaho high school graduate

- **communicates effectively.**
- **uses knowledge, information, and technology effectively.**
- **solves problems.**
- **is creative and original.**
- **determines quality.**
- **collaborates with others.**
- **is a lifelong learner.**

The following is a more complete statement of each standard and a list of traits which describe each standard in more detail.

1. **An Idaho high school graduate communicates effectively in written, oral and multimedia forms (such as audio and video recorded presentations; charts, graphs and visual aids; and computer enhanced presentations).**

   LIST OF TRAITS

   - Ideas and Content -- The communication is clear, focused, interesting, and appropriate for the audience. Details and anecdotes demonstrate a command of the subject.
   - Organization -- The communication addresses issues clearly and directly.
   - Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.
   - Form -- The chosen form of communication conveys the intended message.
   - Conventions -- The communication includes appropriate use of grammar, capitalization, punctuation, usage, spelling and paragraphing.

2. **An Idaho high school graduate locates, organizes, and uses knowledge, information, and technology effectively.**

LIST OF TRAITS

- Reading -- The student reads with accuracy and understanding.
- Active Listening -- The listener understands and evaluates verbal and nonverbal information and responds appropriately to the speaker.
- Identification of Sources -- Sources of knowledge and information are identified and used efficiently. Information technology is used appropriately.
- Organization of Information -- Information is effectively organized using clear criteria to select materials.

3. **An Idaho high school graduate identifies and describes problems or issues and develops effective strategies for addressing those concerns.**

LIST OF TRAITS

- Presentation of Components -- The issue is clearly described, using figures, diagrams, or models as appropriate.
- Development and Implementation Strategies -- Clear and effective strategies for solving or addressing problems or issues are identified, implemented, and evaluated.
- Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.

4. **An Idaho high school graduate demonstrates creativity and originality in the design, production, and presentation of activities.**

LIST OF TRAITS

- Creativity and Originality -- Innovative methods of design, production, and presentation are developed, leading to new understanding, methods, or products.

5. **An Idaho high school graduate critiques and evaluates the quality of work products and processes.**

LIST OF TRAITS

- Group and Self-evaluation -- Individuals and groups are able to critique their own work and the work of others.
- Identification of Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.
- Identification of Weaknesses -- Areas for further improvement are identified, and ideas for improvements are discussed.

6. **An Idaho high school graduate demonstrates the ability and skills to work collaboratively.**

LIST OF TRAITS

- Monitor Behavior -- In group activities, the individual monitors and evaluates his or her behavior and demonstrates consideration for individual differences.
- Team Skills -- Active listening and participation skills are used in group activities.
- Provide Feedback -- Constructive comments on cooperative work are given and received.
- Group Functioning -- How the group does its work is assessed and managed, with conflict resolution skills used to solve problems.

7. **An Idaho high school graduate demonstrates characteristics of an effective lifelong learner.**

LIST OF TRAITS

- Vision -- Goals and priorities are identified.
- Self-esteem -- A positive vision of self and others is developed. A positive desire to learn is demonstrated.
- Initiative and Perseverance -- The desire and ability to plan, implement, and conclude a project over time is demonstrated.
- Responsibility -- Responsibility for personal actions is demonstrated.
- Adaptability -- Changes and challenges are dealt with in a positive way. Plans and actions are modified appropriately in response to changing circumstances.
- Skills of Strategic Learner -- A variety of strategies for learning are developed and used.

Why should Idaho change to performance based education?

The world is changing. As our society moves from the industrial age to the information age, schools must be redesigned to prepare students for the future. To be successful, students must become lifelong learners who can work independently and with others, discharge their duties as citizens in a democratic society, communicate clearly, apply what they have learned in practical ways, recognize quality, and be creative and original problem solvers. Performance based education ensures that students master both traditional basic skills (phonics, reading, writing, literature, math, spelling, grammar, history, geography, and scientific inquiry) and additional basic skills that emphasize application and use of what has been learned.

What is performance based education?

Performance based education clearly defines what students are expected to know and to be able to do as a result of their public education. Student achievement is periodically tested or assessed to determine progress, and each student is given needed time and assistance to become proficient. Students who show meaningful progress are advanced to more challenging material.

What are additional basic skills?

In Idaho we call them *exit performance standards*. We believe that besides demonstrating proficiency in the traditional basics, students who graduate from Idaho high schools must be able to

1) communicate clearly and effectively.
2) use knowledge and information effectively.
3) solve problems.
4) be creative and original.
5) determine quality.
6) work independently and cooperatively.
7) learn effectively throughout life.

These *exit performance standards* are additional basics that students must acquire in order to live and work in a complex and changing world.

How is performance based education different from traditional teaching methods?

Using traditional education, teachers present material, students study and do homework, students are tested, the grades are recorded, and the class moves on to the next topic--whether or not everyone has learned the information. In performance based education, students must demonstrate what they know and are able to do in each discipline. Thus, performance based education is more attentive to the individual student's progress.

Does performance based education "dummy down" the curriculum so that all students are learning less?

Just the opposite. Performance based education sets uniform standards for all students. To show proficiency, a student must meet a rigorous predetermined standard. Because the standards set high expectations for all students, students will learn more. Idaho's own Direct Writing Assessment program, now in its 10th year, is a good example: the quality of students' writing has improved during this time because the tough standards go hand-in-hand with solid preparation.

How does performance based education teach students to think?

Performance based education requires students to analyze, synthesize, evaluate, reason, make inferences, draw conclusions, make judgments, and internalize and apply what they have learned. Students are also taught to evaluate their own progress and set goals for themselves.

What are the differences between traditional testing and performance based assessment?

A traditional pencil and paper test requires that students show what they have learned. It usually does not allow them to demonstrate the depth and breadth of their knowledge, or what they can do with it. Often grades are reported as the percentage of test questions answered correctly. It is possible to receive credit by mastering as little as 60 percent of the information taught.

In a performance assessment, on the other hand, students are expected to demonstrate (1) what they know, and (2) *what they can do with what they know.* Students show their knowledge and understanding through a variety of activities that demonstrate their level of proficiency. This kind of assessment not only requires thorough knowledge of the basic skills, but demands that students demonstrate this knowledge through wise decisions and choices, projects, performances, experiments, research, essays, critiques, and other practical ways.

What are performance based assessment standards?

Performance based assessment standards describe the student's level of proficiency in meeting the *exit performance standards*.

4 **Advanced**. The student goes beyond the basic requirements, demonstrates a thorough understanding of the exit performance standards, and communicates that understanding clearly and concisely.

3 **Proficient**. The student meets the basic requirements and communicates these concepts clearly and concisely.

2 **Developing Toward Proficiency**. The student meets some, but not all, of the basic requirements. He or she has difficulty with communication.

1 **Minimum Development Toward Proficiency**. The student meets few of the basic requirements set forth in the exit performance standards and is unable to communicate in a clear and thoughtful way.

How will changing to performance based assessment effect classroom teaching?

Classrooms of the future may look quite different. Instead of the teacher standing in front of the room lecturing for 50 minutes, students will work separately--and together when appropriate--to produce products (composition portfolios, art portfolios, exhibits, plays, poems, science experiments, math demonstrations) or performances (typing tests, dramatic and musical performances, or oral debates). The teacher will decide the content and purpose of each lesson, but the students will learn through active involvement.

Does performance based assessment replace college entrance exams?

No. However, a number of colleges are no longer requiring students to take entrance exams, but instead are requesting that students send "portfolios" (collections) of their work in a particular subject. A performance assessment would be an important part of a student's portfolio.

What happens to the gifted and talented student?

Performance based assessment is particularly good for the gifted and talented student. Now students only demonstrate their proficiency to the limit of the traditional test. With open-ended performance based assessment, these students can truly demonstrate their gifts and talents. Thus, gifted students are identified early and given more challenging material.

Does performance based education teach "values clarification"?

No, but it does require students to go beyond the memorization of facts and show how to use what they know.

Will performance based assessment take place at every grade level?

Yes, although often this is informal assessment by teachers. Formal assessment will probably occur at grades 4, 8, and 11. Students will also be tested in traditional ways so that their progress can be compared to national scores.

Performance Based Education: A Shift in Emphasis

Performance based standards represent such broad shifts in emphasis as the following

From . . .	To . . .
a narrow, textbook/lecture driven curriculum	a broad curriculum that makes appropriate connections between different subjects.
acquisition of unconnected facts and fragmented knowledge as ends in themselves	embedding knowledge in larger contexts and conceptual frameworks.
a narrow role for problem solving with problem solving being word problems	problem solving as a primary method of learning.
over use of drill, memorization, recitation, etc., as techniques of instruction	greater use of analysis, imagination, creativity, criticism, judgment, reasoning, argumentation, and realistic application of learning.
emphasis on isolated areas of content	making appropriate connections between the traditional disciplines.
emphasis on one right answer	emphasis on students' reasoning, analytical, critical, and problem-solving abilities.
students as passive participants	students as active participants in constructing ideas through exploring, investigating, reasoning, judging, discussing, inferring, concluding.
teachers as didactic preachers and transmitters of knowledge	teachers as facilitators of learning.

Additionally, emphasis is given to using a variety of evaluation techniques, including standardized tests, as means of improving instruction, learning, and education programs.

Definition of Terms

The following are definitions of some technical terms used in this document.

Content Guide. A document that relates those aspects of a subject or academic discipline that have been determined by competent authority and method to be included in a school's curriculum. Content guides are usually organized around standards which are defined as what students should know and be able to do as they progress through a course of study.

Framework. A design that "frames" a series of critical components describing what is to be taught, and how it is to be assessed. Gives "unity" to what is done in that discipline. The Idaho frameworks are intended to provide models for use by school districts in developing their own frameworks which, in turn, could describe how specific concepts will be taught.

Strand. One learning segment of a standard.

Standard. A general statement of what a student should know and be able to do.

Goal. A broad statement of what is important in achieving proficiency in a standard.

Objective. A specific statement that describes what must be learned to reach a goal.

Benchmark. A description of what a student should know and be able to do at a specified time. In Idaho, the specified times have been established as the fourth, eighth, and twelfth grade levels.

Sample Progress Indicator. Activities through which students may demonstrate their achievement of the knowledge and skills specified for them in relevant goals and performance objectives. Student performance on progress indicators allows both the students and teachers to assess the students' progress toward the successive benchmarks.

Performance Assessment Example. A sample of the kind of problems or tasks that students may encounter in the performance assessments administered at the fourth, eighth, and secondary levels.

Performance Assessment Scoring Standard. A narrative description, in holistic terms, of each of the successive levels of knowledge and achievement in a given subject or academic discipline. Scoring standards are used by groups of experts engaged in evaluating what students know and are able to do in specific subjects. The function of the scoring standard is to calibrate the separate judgments of the experts and give them a common focus so that they can arrive at a consensus of expert judgment about the level of a student's achievement.

Exit Performance Standards. The final established benchmark describing exactly what a student will know and be able to do when she or he completes the twelfth grade.

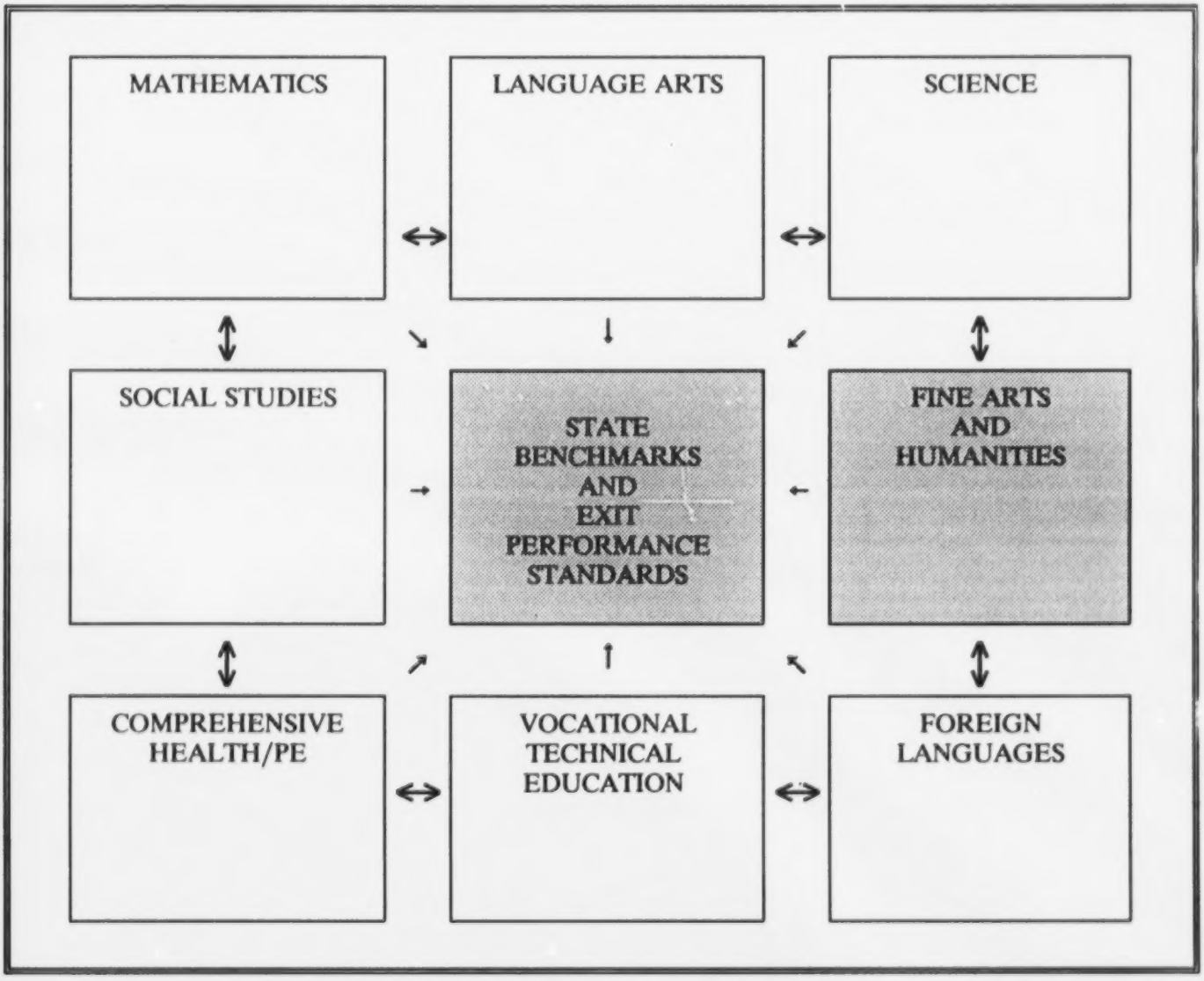
Performance Assessment. A type of evaluation in which students must demonstrate in some practical or functional way what they know and are able to do.

Related Curricula

The Idaho performance based education system is focused on exit performance standards that describe what students will know and be able to do when they graduate from high school. Benchmarks at grades four and eight provide standards for assessing students' progress toward achieving the exit performance standards, thus allowing timely adjustments in students' instruction.

The state curriculum framework describes the scope and sequence of instruction and learning within each subject area and academic discipline. Working from the foundation of state curriculum goals and content standards, local school districts should develop their own grade-level goals and objectives. A few samples of recommended teaching and assessment practices are included.

Collectively, the state curriculum frameworks address the exit performance standards by encouraging the integration of student learning across the curriculum areas. The integration of student learning is encouraged by teachers whose mastery of their own disciplines is broad and deep enough to allow them to make appropriate connections to relevant material in other areas of knowledge and expertise.



Curricular Alignment

IDAHO GOALS

Broad description of what is important
in achieving proficiency in each subject area.

EXIT PERFORMANCE STANDARDS

What high school graduates know and are able to do.

CURRICULAR FRAMEWORKS

A design that "Frames" a series of critical components describing what we teach and how we assess it.

Combined Humanities and Fine Arts Goals

When the Goals and Testing Commission determined that frameworks were to be developed for "the arts and humanities," certain difficulties in treating this as a single assignment were not immediately apparent, e.g., problems arising from the distinction between the fine arts viewed from the perspective of the creative and performing artists, on the one hand, and from that of the ordinary citizen/critic/appreciator of art, on the other hand. In spite of these difficulties, the following list of combined goals for the arts and humanities was developed. Nevertheless, efforts to develop a single framework document covering these very different areas quickly revealed the need to separate the curriculum intended for art producers from that intended for art consumers. For these reasons, the goal statements appearing here in the "Combined List" are a bit different from the way they appear in the section of this document titled "The Humanities Curriculum Framework."

Goal 1 **All students will have access to a balanced and comprehensive program of instruction in the fine arts that develops the individual as a creator, performer, and observer of the arts.**

Fine arts instruction helps students become literate and productive members of society.

Goal 2 **All students will be familiar with the principal events, personalities, achievements, and ideas of history, with emphasis on the development of Western civilization.**

Students with historical perspective are better able to analyze and reflect on the events and circumstances of their own lives and times.

Goal 3 **All students will value the fine arts and humanities as lifelong companions that enrich experience and enhance their understanding of individuals and society.**

The fine arts and humanities provide for intellectual development, self-discovery, and creative expression.

Goal 4 **All students will be able to ask questions about what it means to be human.**

Students need to be able to make decisions about ethical and aesthetic matters, using relevant standards of evidence.

Goal 5 **All students will demonstrate aesthetic sensibility and critical judgment in the literature, philosophy, history, and the fine arts.**

Students need to distinguish clearly between personal tastes or preferences and critical judgments based on accepted criteria.

Goal 6 **All students will be prepared to consider alternative points of view on issues of concern.**

Students should consider ideas and issues on their merits and be prepared to give (and to expect from others) reasoned support for their claims and judgments.

Goal 7 **All students will understand culture as reflected in the humanities and fine arts.**

Students need to be familiar with historical, intellectual, and artistic contexts.

Humanities Goals/Exit Performance Standards Matrix

The following matrix shows the relationship between the Idaho humanities goals and the state Exit Performance Standards.

GOALS ↓	EXIT PERFORMANCE STANDARDS →						
	COMMUNICATES EFFECTIVELY	USES KNOWLEDGE EFFECTIVELY	SOLVES PROBLEMS EFFECTIVELY	IS CREATIVE AND ORIGINAL	DETERMINES QUALITY	COLLABORATES WITH OTHERS	IS A LIFELONG LEARNER
Understand the relationship between Western culture and the cultures of non-Western countries and ethnic groups.	X	X	X	X	X	X	X
Be familiar with the principal events, personalities, achievements, and ideas of history, with emphasis on the development of Western civilization.		X		X		X	X
Demonstrate an ability to engage in reasoned argument about the different kinds of issues that affect their lives as individuals and as responsible members of society.	X	X	X	X		X	X
Demonstrate ethical sensibility and informed judgment in their views and decisions about personal conduct.	X	X		X	X	X	X
Demonstrate aesthetic sensibility and informed judgment in their views about, and their appreciation of, literature and the fine arts.	X	X		X	X	X	X
Value the fine arts and humanities as lifelong companions which enrich experience and enhance their understanding of individuals and society.		X		X	X	X	X

THE HUMANITIES CURRICULUM

Rationale

It is often said that the principal function of a society's education system is to insure the continued existence of that society by transmitting its cultural heritage to its young. In modern Western societies, the humanities curriculum in public schools performs an important part of this function. "Humanities" refers collectively to the disciplines of literature, history, philosophy, and the appreciation of architecture, and the fine arts. The humanities are concerned with the study of human beings as <u>human</u> beings rather than as members of a certain biological species or type, or as special creations of the supernatural realm--possibilities which are properly treated in the scientific disciplines or in the various religions.

Since the time of Aristotle, the humanities, together with the sciences and mathematics, have constituted the core of that education which was considered appropriate for free people. The origin and development of such basic aspects of American culture as belief in the worth, dignity, autonomy, and moral equality of the individual person, and of government by law with the consent of the governed, can readily be traced across more than two millennia in the works of Western historians, philosophers, writers, and artists. Nevertheless, it should be remembered that Western civilization itself owes much--in both ancient and modern times--to influences from Africa, the Middle East, the Orient, and other parts of the world, so that even to speak of Western culture and Western civilization is already to acknowledge such influences. It must also be remembered that culture is a very different thing from race and ancestral origins; consequently, it is important that Idaho students understand clearly that what African-Americans, Asian-Americans, Native American Indians, European-Americans, etc., have in common is that they are all Americans sharing a common core of American values and culture, and a common destiny.

This curriculum framework was developed primarily for a course in interdisciplinary humanities; however, it is believed that this framework, or parts of it, can be adapted for use in a wide variety of courses in the humanities. The framework includes the following performance goals for secondary humanities study in Idaho public schools which have been adopted by the Idaho Goals and Testing Commission. These goals, with their explanatory notes, were developed cooperatively over a period of time by a committee of Idaho humanities educators and SDE personnel. The humanities goals are consistent with the general performance goals for all Idaho students developed by the Goals and Testing Commission.

The framework also includes progress indicators which are offered only as samples. There is not necessarily a one-to-one correspondence between the performance objective and the progress indicators. It is anticipated that the classroom teacher will think creatively in developing progress indicators that reflect the needs of their students.

Vision and Mission

Through equal access to high quality humanities programs conducted in schools that are safe and dedicated to educating the minds and characters of young people, all Idaho humanities students will grow in their abilities to

- conduct their lives with maturity, self-control, respect for self and others, good judgment, and integrity.
- undertake serious, careful study of important topics, issues, questions, problems, etc.
- engage in reasoned thought, reflection, and discussion.
- acquire the knowledge and information needed to solve problems and to make informed, critical judgments and decisions throughout their lives.
- participate responsibly in society.

More specifically, humanities students will develop the knowledge, attitudes, habits, and skills needed to

- reflect upon the issues and problems of the present from the perspective of a significant knowledge of the past.
- make judgments, decisions, and conclusions based on valid reasoning.
- analyze and critique the claims and assertions of others who attempt to influence their conclusions, judgments, and decisions.
- make aesthetic judgments based on public criteria rooted in sound theory and tradition rather than solely on the basis of unexamined, individual tastes and preferences.
- appreciate the role played by moral values in the lives and characters of both individuals and societies.

STANDARD I: KNOWLEDGE, APPLICATION, AND INTEGRATION

Goal 1. All students will understand the relationship between Western culture and the cultures of non-Western countries and ethnic groups.

Performance Objectives. All humanities students will

1. be able to distinguish between different senses of the concept of culture (e.g., the anthropological sense, the cultural heritage sense, the popular culture sense, etc.)

2. demonstrate a familiarity with the cultural characteristics of ethnic groups that comprise contemporary American society.

3. demonstrate an understanding of the sources and characteristics of the Western cultural heritage, and explore commonalities and distinctions between the cultures of other peoples of the world.

Sample Progress Indicators. As indications of progress toward achieving this goal, students might

a. write a paragraph identifying and discussing the significance of at least one important contribution to Western culture and civilization from non-Western countries or societies (e.g., Egypt, China, India, the Middle East, Africa, etc.)

b. participate in a panel discussion comparing different ethnic groups within contemporary American society.

c. group the following institutions, artifacts, practices, etc., on the basis of whether they represent culture in the anthropological sense, the cultural heritage sense, or the popular culture sense:

Swahili
Islam
mariachi bands
kilt
sombrero
Machu Picchu
Gaelic
polygamy
heavy metal
ritual scarification and tattooing
lederhose
Great Pyramid of Cheops
Beethoven's Symphony #5 in C Minor
dashiki
grits
purdah
Nashville music
galabea
child marriage
denim bib-overalls
kimchi
sari
Mohawk haircut
tacos
rap music
jazz
Santeria
bonsai

Goal 2. All students will be familiar with the principal events, personalities, achievements, and ideas of history, with emphasis on the development of Western civilization.

Performance Objectives. All humanities students will

1. explore the development of written language and its impact on the growth and spread of Western culture.

2. know the relevant information about the development of Western civilization during

   (a) the Greco-Roman era from the Archaic period to the fall of the Roman Empire, with special attention given to the rise and spread of Hellenism.

   (b) the medieval period, with special attention given to the contributions of Islamic Spain and the indigenous peoples of Europe.

   (c) the Renaissance.

   (d) the Reformation.

   (e) the Age of Reason.

   (f) the Romantic Era.

   (g) the Contemporary Era.

Sample Progress Indicators. As indications of progress toward achieving this goal, students might

(a) discuss at least three ways in which the Greek phonetic alphabet influenced the development of Western culture and civilization.

(b) role play the historical perspectives of two characters from a list of famous people representing the Renaissance (e.g., Shakespeare, Michelangelo, Da Vinci, Machiavelli, Bacon, Palestrina, Elizabeth I, and Martin Luther.)

(c) compare and contrast the influences of Elizabeth I of England and Isabella I of Spain on European and New World geography and government.

(d) compare and contrast the influences on European letters of Dante Alighieri and Eleanor of Aquitaine.

STANDARD II: CRITICAL THINKING AND PROBLEM SOLVING

Goal 3 **All humanities students will demonstrate an ability to engage in reasoned argument about the different kinds of issues (empirical, aesthetic, moral, etc.) that affect their lives as individuals and as responsible members of society.**

Performance Objectives. All humanities students will

1. be able to explain the concept of an argument, describe the structure of an argument, and define basic terminology (e.g., issue, proposition, fact, premise, conclusion, inference, relevance, empirical, normative, tautology, necessary, contingent, aesthetic, moral, etc.).

2. be able to distinguish between empirical statements and various other types of utterances (e.g., normative claims and judgments, emotional expressions, expressions of personal taste and preference, tautologies, rule-like statements, grammatical statements, etc.)

3. analyze sample arguments, and construct various kinds of arguments (i.e., empirical, normative, aesthetic, etc.) of their own.

4. identify, give examples, and discuss the most common types of fallacies of ambiguity and relevance.

Sample Progress Indicators. As indications of progress toward achieving this goal, students might

a. select an issue of local interest and develop an argument which includes a conclusion, supporting evidence, and any background information needed to explain or clarify the issue.

b. identify fallacies found in commercial advertisements, editorials, speeches, etc.

c. identify the logical type, and discuss the logical characteristics of each of the following statements.

   (i) San Francisco is the largest city in the Western hemisphere.

   (ii) A machine cannot think (or, "A dog cannot commit a crime"; or, "Plants can feel pain.")

   (iii) A triangle is a three-sided, rectilinear, plane figure, the sum of whose interior angles is equal to 180 degrees.

   (iv) Every English sentence contains a subject and a predicate.

   (v) A traditional tennis game cannot be won by fewer than two points.

(vi) The sword of King Arthur was named *Excalibur*.

(vii) It is immoral to knowingly endanger the life of an innocent person.

Goal 4. All students will demonstrate ethical sensibility and informed judgment in their views and decisions about personal conduct.

Performance Objectives. All humanities students will

1. understand that behavior has predictable consequences which cannot be indefinitely avoided.

2. recognize the ethical implications of people's actions, and be able to present arguments with appropriate reasons in support of their own judgments.

3. be able to distinguish between different senses of such words as "right," "wrong," "good," "bad," "ought to," "ought not to," etc.

Sample Progress Indicators. As indications of progress toward achieving this goal, students might

a. describe some ethical aspects and implications of the following historical events:

--the U. S. Marshall Plan
--the Reign of Terror during the French Revolution
--Stalinist purges in the Soviet Union
--the regimes of Idi Amin, Papa Doc Duvalier, and Park Chung Hee
--slavery in America, the Middle East, black Africa, and in ancient times, e.g., among the Greeks, Arabs, Hebrews, etc.
--U.S. President Lincoln's Emancipation Proclamation
--McCarthyism in the U.S.A. during the 1950s
--the mass murders by Pol Pot's Khmer Rouge in Cambodia
--the internment of Japanese-Americans during World War II
--the Great Cultural Revolution of Communist China
--the establishment of the United Nations

(Other examples of ethical dilemmas might include issues of community rights vs. individual rights, artistic expression vs. censorship, logic vs. emotion, self interest vs. responsibility to society, moral obligation vs. authority.)

b. identify and discuss the logical characteristics of each of the following statements:

(i) It is *wrong* to jay walk.

(ii) It is *wrong* to lie and cheat in order to get good grades.

(iii) It is *wrong* to swear.

(iv) It is *wrong* for men to wear dresses.

(v) It is *wrong* to eat soup with a fork.

(vi) In most cases it would be *wrong* to connect a radial arm saw to a 110 volt circuit.

c. analyze the logic of the frequently heard claim that "everyone is entitled to her or his own opinion, and one person's opinion is just as good as another's." (Note: In a moral context, this would presumably mean that a given act or behavior can be moral for some members of a society while, at the same time, being immoral for other members of that same society.)

Goal 5. All students will demonstrate aesthetic sensibility and informed judgment in their views about, and their appreciation of, literature and the fine arts.

Performance Objectives. All humanities students will

1. demonstrate beginning knowledge of the principal periods, events, developments, achievements, and personalities in the history of music.

2. demonstrate beginning knowledge of the principal periods, events, developments, achievements, and personalities in the history of art.

3. demonstrate beginning knowledge of the principal periods, authors, genres, and critical movements in literature.

4. demonstrate the ability to justify judgments about the artistic meaning and value of specific paintings, sculptures, musical compositions, literary works, etc.

Sample Progress Indicators. As indications of progress toward achieving this goal, students might

(a) demonstrate a basic knowledge of the elements of music, art, and literature using appropriate vocabulary.

(b) describe the role of music, art, and literature within different cultures.

(c) classify by genre, form, and historical period several examples of music and art, and explain the reasons for answers given.

(d) identify and describe the distinguishing musical and cultural characteristics of the Baroque, Classical, and Romantic Periods, and of at least three distinct musical styles of the Twentieth Century.

(e) in terms of the nature of art and aesthetic experience, discuss the similarities and differences between the works of an old master and a modern artist.

(f) discuss the development of atmospheric and linear perspective and the effect of these developments on Western culture and thought (e.g., ideas about the relationship between man, the observer, and the observed, objective world.)

(g) identify the principal concepts or themes addressed by an artist in a particular work (e.g., Beethoven in Symphony Number 5 in C Minor, Opus 67, or Picasso in Guernica, or Homer in the Odyssey.

(i) discuss the extent to which the work succeeds in capturing, portraying, imitating, developing, expressing those concepts or themes; and

(ii) discuss the technical elements, devices, techniques, craftsmanship, etc., that the artist brought to the accomplishment of his task.

(h) identify at least seven different uses made of music in the Western tradition (e.g., civil ceremony, worship, entertainment, teaching, informing, military calls, etc.) and describe characteristics that music must possess to be effective in each use.

(i) identify at least seven distinct roles (e.g., composer, performer, teacher, social activist or commentator, etc.) that musicians have performed in the Western tradition, including musicians outside the art music tradition; cite representative individuals who have functioned in each role; and describe their activities and achievements (e.g., Mozart's *Marriage of Figaro* in the French Revolution, Wagner in the rise of German nationalism, Verdi in the unification of Italy, Pablo Casals in the anti-fascist movement, etc.)

(j) compare the emotional expressiveness of music with that of ordinary human speech in terms of the uses of tone, rhythm, cadence, phrasing, loudness, dynamics, etc.

(k) classify by genre, form, and historical period several unfamiliar but representative examples of Western art music which have been presented aurally, and explain the reasons for answers given.

STANDARD III: APPRECIATION

Goal 6. All students will value the fine arts and humanities as lifelong companions which enrich experience and enhance their understanding of individuals and society.

Performance Objectives. All humanities students will

1. explore and develop a lifelong appreciation for the fine arts.
2. continue to read and reflect on a variety of topics within the humanities.
3. develop a lifelong cultural awareness.

Sample Progress Indicators. As indications of progress toward achieving this goal, students might

(a) read for leisure

(b) register to vote

(c) attend concerts

(d) visit museums and galleries

(e) attend theatrical productions

(f) participate in community music and theater groups

(g) visit archaeological sites

(h) support local art groups

(i) become involved in historic preservation

(j) appreciate travel as a learning experience

(k) attend ethnic activities

Implications for the Classroom Teacher

The very concept of an interdisciplinary course implies a challenge to the academic preparation of the teacher. Few teachers, acting alone, are likely to be competent to teach such a range of subjects. On the other hand, there is no reason at all that these courses should be taught by a single teacher. No doubt, the course should have a specific teacher of record to plan and coordinate the instruction; but, with proper training, preparation, and follow through, visiting teachers can be used to present those parts of the curriculum in which the teacher needs help.

In addition to the traditional lecture format, students would work separately and together to produce projects (writing portfolios, art portfolios, exhibits, plays, poems) or performances (dramatic and musical performances, oral debates, or demonstrations).

The teacher may utilize strategies for multi-media use such as computers, computerized instruction, CD-ROMS, video disks, video cameras, and desk top publishing. The teacher will also determine the content and purpose of each lesson, but the students will learn through active involvement.

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Inquiries regarding compliance with this nondiscriminatory policy may be directed to Jerry L. Evans, State Superintendent of Public Instruction, 650 West State Street, Boise, Idaho 83720-3650, (208) 334-3300, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.